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ABSTRACT

In August, 1997, the California State Legislature created CalWORKs as California's version of federal welfare reform, known nationally as the Temporary Assistance for Needy Families (TANF) block grant. Cal WORKs provides that each eligible adult recipient may receive up to 60 months of assistance during their lifetime. All adult recipients must work or participate in welfare-to-work activities to remain eligible. This report, prepared for the California Community Colleges Chancellor's Office for the Center for Law and Social Policy, describes state-funded programs and services offered to CalWORKs recipients enrolled in community colleges. In the 1999-2000 academic year, 107,087 CalWORKS recipients were enrolled in community colleges. Forty-three percent of those students received no financial aid. The Chancellor's Office tracks the employment and earnings of student recipients while they are in school and for several years after leaving through enrollment and state welfare records matching. CalWORKs students are parents, and are more likely to be women and ethnic minorities. They are also twice as likely as the general community college student body to not have a high school diploma. But studies find that CalWORKs and AFDC students close the earnings and employment gap over time. One year after leaving school, median annual earnings for CalWORKs students increased by 42%, while the earnings for the general student body increased by only 13%. (NB)

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CREDENTIALS COUNT

HOW CALIFORNIA'S COMMUNITY COLLEGES HELP PARENTS MOVE FROM WELFARE TO SELF-SUFFICIENCY

EXECUTIVE SUMMARY AND APPENDICES

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WITH
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PREPARED BY THE
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INTRODUCTION: CALWORKS AND EDUCATION

In August 1997, the state legislature created CalWORKs as California's version of federal welfare reform, known nationally as the Temporary Assistance for Needy Families (TANF) block grant. CalWORKs provides that each eligible adult recipient may receive up to 60 months of assistance during their lifetime. All adult recipients must work or participate in welfare-to-work activities to remain eligible. Welfare-to-work activities continue for 18 to 24 months depending on when the recipient first applied for assistance. After 18 to 24 months, adult recipients must be employed; or, if unemployed with good cause, they must perform community service to remain eligible throughout the 60-month lifetime period.

The recipient's welfare-to-work plan may include attendance at a California Community College if the county welfare department agrees that it will help lead the recipient toward unsubsidized employment, and the college affirms the recipient's progress is satisfactory. The CalWORKs student must participate in 32 hours of education a week at minimum (including study hours at county discretion); or must combine education with other work activities to satisfy the 32-hour welfare-to-work activity requirement. In 2000, 28 percent of California's 400,000 adult welfare recipients enrolled in at least one course at one of the 108 community colleges in California.

This report, prepared by the California Community Colleges Chancellor's Office for the Center for Law and Social Policy, describes state-funded programs and services offered to CalWORKs recipients enrolled in community colleges. The report also details employment and earnings of CalWORKs students who recently exited community college and compares these to the students' employment and earnings while in school. To place the outcomes of these recipients in context, the results are contrasted with those of the general community college student body.

I. COMMUNITY COLLEGE CALWORKS SERVICES

Beginning in 1997-1998, the California State Legislature, in response in part to federal welfare reform, has allocated $65 million annually in new education spending to enable all 108 community colleges to better serve CalWORKs students by expanding and redesigning educational programs and by providing support services. The spending on these activities helps the state meet its TANF Maintenance of Effort requirement. The colleges receive an additional $16 million in TANF funds: half federal and half state funds. CalWORKs and TANF funds support a number of programs and services, including:

- **Service coordination** to ensure proper liaison with county welfare offices; to track student progress; to assist students with access to on campus academic support services, counseling, and community services needed; to provide students with childcare and financial aid; and to assist with placement into work activities and jobs.

- **Curriculum development and redesign** to enable colleges to increase the number of short-term vocational programs, open-entry and open-exit programs, work experience and internship opportunities, concurrent adult basic education and/or English as a Second Language courses, and both general and specific vocational training.

- **Work-study** to allow current students to meet the welfare work requirements while attending a community college along with the opportunity to obtain valuable work experience that reinforces their classroom learning. Sometimes these subsidized positions lead to permanent jobs.

- **Child care** in on-campus college child care centers is offered free of charge, or, if that is not available, off campus child care is arranged. These services are considered part of the overall CalWORKs childcare system.

- **Job development and job placement** service centers to develop work-study opportunities, work experience programs, internships, and part-time and eventually full-time employment when students complete their educational programs.

About half of the recipients who were enrolled in a California community college in 2000-2001 received CalWORKs support services through the college. The number of student recipients receiving these services has increased 57 percent since the beginning of the program, from 27,000 in 1997-1998 to 47,118 in 2000-2001, and represents approximately 12 percent of the California adult welfare recipient caseload.

CalWORKs services are provided in coordination with two smaller, well-established supportive service programs already in place within the community college system, the Extended Opportunity Programs and Services and the Disabled Students Programs and Services. CalWORKs students are generally eligible for financial aid such as tuition waivers and may also receive some federal and/or state grants and loans. However, many students either receive no aid or only a very limited amount, making the CalWORKs work-study jobs an especially critical aid supplement to these other programs (see Table 1 below).

Table 1
Financial Aid Received by CalWORKs Students Enrolled in 1999-2000
Students can receive more than one type of aid

Type of Financial Aid	Number of CalWORKs Students	% Receiving Particular Aid Type
Financial Aid		
Board of Governors Fee Waiver	65,320	61%
Pell Grant	34,854	33%
Federal Financial Aid	17,719	17%
Financial Aid Scholarship	171	0%
Other Financial Aid	6,263	6%
No Financial Aid	45,591	43%
Total CalWORKs Enrolled in 1999-2000	**107,087**	

Source : California Community College Chancellor's Office MIS Student Record Database

II. Economic Outcomes of AFDC/CalWORKs Recipients who Attend California Community Colleges

The Community College Chancellor's Office can match student enrollment records for all 108 colleges with state welfare records, and with state Unemployment Insurance wage records. This makes it possible to track the employment and earnings of student recipients while they are in school and for several years after they leave. For this report, we track two groups of students who received welfare while in school, who left college, and who did not return for at least one academic year. The latest group of students for which we have one year of follow-up wage data exited college in 1999-2000. We refer to this group as the CalWORKs group because they had the opportunity to access CalWORKs services provided by the colleges as described earlier. We also follow a pre-CalWORKs group — referred to as the AFDC group — who left college in 1996-1997 and for which we have three years of wage data.

For each group, we compare employment and earnings after exit from college to employment and earnings while in school. We use in-school earnings as the baseline because pre-college wage data were not available for any of these groups. However, to keep the groups as comparable as possible, we limit our annual earnings comparisons to those who worked year-round while in school and during each of the follow-up periods.[1] In addition to tracking recipients' earnings over time, we also compare employment and earnings of the two welfare recipient groups (CalWORKs and AFDC) to community college students as a whole. While the data do not yet permit us to control for various factors that might influence success — such as use of work-study and support services, presence of children, or other demographic characteristics — we are able to report outcomes by whether students had a high school diploma initially and by units of coursework completed, program type, and credential earned. Our findings reference Figures 1 and 2, found in the text, and Tables A-1 through A-6 and Figures A-1 through A-3, in Appendix A.

In reviewing these comparisons, it should be kept in mind that one would expect to see higher employment and earnings for the general student body than for students who are welfare recipients given that community college students generally have fewer potential barriers to academic and employment success. CalWORKs students are parents, of course, and are more likely to be women and ethnic minorities (particularly African-Americans). They are also about twice as likely as all community college students to not have a high school diploma. One indication that CalWORKs students have fewer resources than the general student body is that they are more likely to receive financial aid and other student services targeted to disadvantaged populations (though as Table 1 shows, the majority still receive little or no financial aid). What is surprising, then, is the extent to which CalWORKs and AFDC students — especially those in vocational programs — close the earnings and employment gap over time.

CalWORKs/AFDC Community College Students Increase Their Earnings Substantially After Exiting

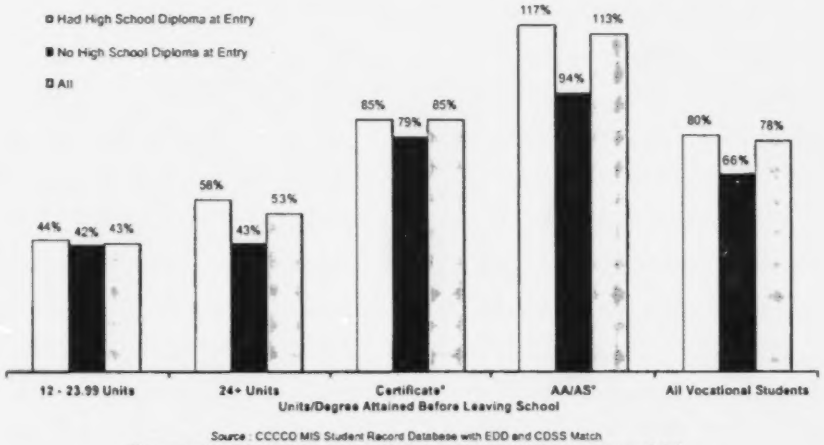
- **CalWORKs students employed year-round during their last year in college (1999-2000) increased their annual earnings by 42 percent after being out of college for one year** (Table A-1, Figure A-1 in Appendix A). After three years out of college, AFDC students working year-round increased their annual earnings by 88 percent (Table A-2 and Figure A-2 in Appendix A).

- **The more units that CalWORKs students complete, the greater their increase in earnings.** Earnings increases are greatest among those who have completed certificates or Associates of Arts or Science degrees. CalWORKs students who left school in 1999-2000 with an Associate degree increased their median annual earnings by 85 percent after only one year out of school (Table A-1 and Figure A-1 in Appendix A). After three years out of college, AFDC students who left with Associate degrees had improved their in-school earnings by 176 percent (Table A-2 and Figure A-2 in Appendix A).

- **CalWORKs students who take a majority of vocational courses have greater increases in median annual earnings than the average CalWORKs community college student.** Further, CalWORKs students who left with a Vocational Associate degree more than doubled their earnings one year after completing school (Figure 1 below and Table A-1 in Appendix A). Similarly, AFDC students who completed Associate degrees with a vocational emphasis also doubled their in-school earnings one year out and then doubled them again two years later (Table A-2 and Figure A-3 in Appendix A).

- **Even CalWORKs students who enter college without a high school diploma increase their earnings dramatically after exiting.** CalWORKs students who entered community college without a high school diploma and left in 1999-2000 increased their earnings by 40 percent after one year out of school (Table A-5 and Figure A-1 in Appendix A). AFDC students entering without a high school diploma who exited college in 1996-1997 increased their annual median earnings by 70 percent after three years (Figure A-2 in Appendix A).

Figure 1
Percentage Increase in Median Annual Earnings for CalWORKs Vocational Students One Year After Leaving School in 1999-2000 by Educational Attainment and Education at Entry into College



Source : CCCCO MIS Student Record Database with EDD and COSS Match
*For vocational students only; those who had an AA degree or higher prior to entering program are excluded

- **Median earnings grow faster among CalWORKs students who recently left college than they do for all students who recently exited.** While median earnings are considerably lower among CalWORKs recipients than among the general student body, both while in school and after exiting college, their earnings grow faster. One year after leaving school, the median annual

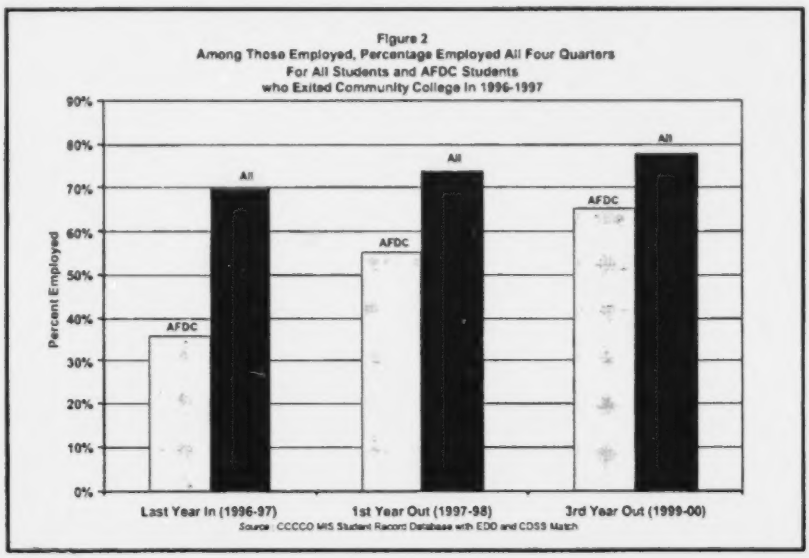
earnings of CalWORKs students increased by 42 percent compared to the general student body, which increased its median annual earnings by only 13 percent (Tables A-1 and A-3 in Appendix A). After three years out of school, AFDC students increased their median annual in-school earnings by 88 percent compared to all students who increased their earnings by only 35 percent (Tables A-2 and A-4 in Appendix A).

CalWORKs Community College Students Increase Steady Employment After Exiting

- **While the vast majority of CalWORKs students (71 percent) are employed while they are in school, after leaving college there is a substantial increase in the percentage of those employed that work all four quarters of the year** (from 45 percent to 58 percent; Table A-1 in Appendix A).

- **CalWORKs students who enter community college without a high school diploma typically have lower employment rates both during and after college than those who enter with a diploma, but those in vocational programs close the gap.** About three-fourths of vocational CalWORKs students in both educational groups were employed one year after leaving college (Tables A-5 and A-6 in Appendix A).

- **Despite lower initial employment rates among students receiving welfare than other students, recipient students catch up just three years after leaving college.** One year out of school, the four-quarter employment rate is lower among CalWORKs students (58 percent) than the general student body (74 percent). Three years out of college, however, overall employment rates between AFDC students and the general student body become comparable and the four-quarter employment rate gap narrows considerably (Figure 2 below and Tables A-2 and A-4 in Appendix A). Vocational CalWORKs students and CalWORKs students who leave school with an Associate degree achieve four-quarter employment rates more similar to the general student body, even in the short term (Tables A-1 and A-3 in Appendix A).



III. Implications for State and Federal Policy

Our analysis shows that CalWORKs community college students work more and increase their earnings substantially just one to three years after exiting college. This is especially true for those who are in vocational programs or who obtain an Associate degree. These findings are consistent with new national research showing that one of the most successful welfare-to-work programs ever studied — the Portland, Oregon JOBS program — greatly increased participation in college and receipt of occupational certificates.[ii] This was likely an important factor in the program's ability to help recipients find better and longer-lasting employment than they would have on their own.

Because of the important role postsecondary education and training plays in improving economic outcomes for welfare recipients, states should be encouraged to fund critical support and employment services on campus for recipients who are students. Providing child care, work-study, and job placement services to recipients through on-campus coordinators ensures that student recipients receive the kind of support and employment-related education that pays off in higher-paid employment. Interviews with CalWORKs students indicate the support and employment services they received through the colleges were a key factor behind their success (see Appendix B).

Despite the large increase in employment and earnings that a community college education and support services provide, CalWORKs students who do not complete certificates or degrees remain somewhat disadvantaged in the labor market. The majority of CalWORKs students, and indeed of all community college students, takes three-and-a-half years to complete an Associate degree, in part because they are often combining school and work. This reality should be taken into account in reconsidering California's 18- to 24-month limits on time allowed for employment preparation. CalWORKs recipients clearly need more time than what is currently allowed to obtain an Associate degree.

At the national level, TANF reauthorization should allow and encourage the balanced approach that California has taken in providing a mix of employment and quality education and training services in welfare-to-work programs. Rigorous research has shown repeatedly that this is by far the most effective welfare-to-work strategy.[iii] Toward this end, reauthorization should:

- Ease some of the current restrictions on counting education and training participation toward federal work requirements, so that states are not discouraged from providing a mix of employment and skill upgrading activities to TANF recipients;
- Allow sufficient time for welfare recipients to move through both basic education and training to obtain occupational certificates and associate degrees;
- Provide incentives for states to provide support services and work-study positions to low income parents who are students to better enable them to succeed in school; and,
- Make it easier to balance work, family, and school by keeping the overall number of hours required at a reasonable level, clarifying that student work-study is a countable activity toward work rates, and examining how federal student aid policies can better support both unemployed parents and low-wage workers in school.

The proposals currently before Congress offer some clear-cut choices on the question of education and training access:

- **The Administration's reauthorization proposal, which the Herger and McKeon bills closely resemble, imposes a narrow, "one size fits all" approach on states, despite clear evidence that providing a range of employment and training services is the most effective welfare-to-work strategy.** Similarly, there is no proof that requiring all states to place virtually all unemployed recipients in unpaid work programs would be effective, and some evidence that it would not.[iv]
- **The Administration's proposal, and the Herger and McKeon bills, would sharply reduce access to education and training — cutting the time that full-time education and training can count toward work requirements to three or four months instead of the current 12 months.** Yet the newest research shows clearly that vocational training and postsecondary education and training play a key role in boosting recipients' earnings, even for those without a high school diploma. While it can take more than a year on average to participate in both basic education and skills training, it is a worthwhile investment because the payoff is much larger than basic education of job search alone can provide.[v]
- **By contrast, several other proposals — such as that by the Tripartisan Group of Senators (Breaux, Hatch, Jeffords, Lincoln, Rockefeller, and Snowe) and those by Representatives Cardin, Mink, and Roukema — would allow or encourage states to pursue a mixed-services strategy while maintaining or increasing TANF's strong work focus.** These proposals expand the extent to which full-time education and training can count toward work requirements. Such changes would give states room to allow more recipients to gain occupational credentials that help them qualify for better-paying jobs. Several of these proposals also would make it easier to combine work and school.

The long-term success of welfare reform — and the well-being of the families aided by it — depends on Congress basing its reauthorization decisions on sound research and proven welfare-to-work strategies. Access to employment-focused postsecondary education and training, together with the supportive services that allow parents to succeed, is an essential component for welfare reform to improve the lives of low-income parents and their children.

APPENDIX A: TABLES AND FIGURES

NOTE ON HOW TO READ TABLES

First row of Table A-1 reads: 35,871 CalWORKs students exited community college after the 1999-2000 school year and did not return for at least one year. Seventy-one percent of those who left were employed during their last year in school and 45 percent of those employed worked in all four quarters that year. The median annual earnings (in 2000-2001 dollars) during the last year in school of those employed all four quarters in 1999-2000 was $10,318. One year after leaving school, 73 percent of those who left were employed and 58 percent of those employed were employed all four quarters of the year. One year after leaving school, the median annual earnings of those employed year-round were $14,604. Therefore, one year after leaving school, median annual earnings had increased by 42 percent.

Table A-1

Economic Outcomes for CalWORKs Students who Exited Community College in 1999-2000[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings[b]
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	
All Credit Students	**35,871**	**71%**	**45%**	**$10,318**	**73%**	**58%**	**$14,604**	**42%**
Non Credit or 0 Units Earned	11,877	70%	38%	$10,071	70%	51%	$13,016	29%
.01 - 11.99 Units	11,366	74%	43%	$10,395	75%	56%	$14,175	36%
12 - 23.99 Units	3,560	71%	48%	$10,651	73%	59%	$14,611	37%
24+ Units	4,549	70%	53%	$11,060	71%	65%	$16,045	45%
Certificate	2,364	67%	57%	$9,423	78%	70%	$16,151	71%
AA/AS	2,155	68%	65%	$10,077	80%	73%	$18,613	85%
All Vocational Students	**4,297**	**65%**	**54%**	**$9,148**	**78%**	**67%**	**$16,256**	**78%**
12 - 23.99 Units	512	70%	42%	$10,199	74%	59%	$14,620	43%
24+ Units	1,036	68%	51%	$10,801	73%	64%	$16,559	53%
Certificate*	1,609	63%	54%	$8,500	78%	67%	$15,706	85%
AA/AS*	1,140	64%	63%	$8,379	82%	73%	$17,889	113%

Source : California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 2,162 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table A-2

Economic Outcomes for AFDC Students who Exited Community College in 1996-1997[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting AFDC Students	Last Year in College 1996-1997			1st Year Out Of College 1997-1998			3rd Year Out Of College 1999-2000			% Change in Median Annual Earnings[b]	
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	Last Yr in - 1st Yr Out	Last Yr in - 3rd Yr Out
All Credit Students	**46,723**	**63%**	**36%**	**$9,558**	**70%**	**55%**	**$13,508**	**71%**	**55%**	**$18,013**	**41%**	**88%**
NonCredit or 0 Units Earned	16,607	60%	31%	$9,224	65%	49%	$12,392	67%	59%	$15,854	34%	72%
.01 - 11.99 Units	13,723	65%	36%	$9,712	71%	54%	$13,133	72%	64%	$17,390	35%	79%
12 - 23.99 Units	5,045	65%	40%	$9,755	72%	58%	$13,686	73%	66%	$18,078	40%	85%
24+ Units	6,074	63%	42%	$9,815	69%	62%	$14,587	72%	71%	$19,157	49%	95%
Certificate	2,478	60%	39%	$9,404	77%	68%	$16,050	80%	77%	$22,163	71%	136%
AA/AS	2,796	59%	42%	$8,978	76%	67%	$16,277	79%	81%	$24,806	81%	176%
All Vocational Students	**6,532**	**60%**	**39%**	**$9,506**	**76%**	**66%**	**$15,985**	**78%**	**77%**	**$22,325**	**68%**	**135%**
12 - 23.99 Units	615	64%	41%	$12,333	73%	64%	$16,097	76%	68%	$20,433	31%	66%
24+ Units	1,957	65%	40%	$10,631	73%	64%	$15,545	74%	72%	$19,983	46%	88%
Certificate*	1,967	57%	38%	$8,774	77%	66%	$16,004	81%	78%	$22,242	82%	153%
AA/AS*	1,993	57%	38%	$7,812	78%	67%	$16,247	80%	83%	$25,100	108%	221%

Source : California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 3,334 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table A-3

Economic Outcomes for All Students who Exited Community College in 1999-2000[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting Students	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings[b]
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	
All Credit Students	**718,636**	**80%**	**72%**	**$24,522**	**77%**	**74%**	**$27,734**	**13%**
NonCredit or 0 Units Earned	166,031	76%	66%	$21,299	73%	70%	$23,612	11%
.01 - 11.99 Units	298,570	82%	74%	$29,737	79%	76%	$32,077	8%
12 - 23.99 Units	81,179	82%	73%	$22,382	78%	75%	$25,888	16%
24+ Units	103,384	81%	73%	$20,369	77%	74%	$24,885	22%
Certificate	26,467	82%	75%	$24,684	84%	80%	$28,562	16%
AA/AS	43,005	78%	76%	$21,099	80%	76%	$27,764	32%
All Vocational Students	**50,371**	**78%**	**71%**	**$19,984**	**81%**	**76%**	**$26,123**	**31%**
12 - 23.99 Units	6,451	82%	71%	$26,434	80%	76%	$29,443	11%
24+ Units	10,647	79%	68%	$19,236	78%	73%	$24,991	30%
Certificate*	16,081	79%	71%	$21,108	84%	78%	$25,775	22%
AA/AS*	17,192	75%	74%	$17,305	80%	75%	$26,229	52%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 133,687 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table A-4

Economic Outcomes for All Students who Exited Community College in 1996-1997[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting Students	Last Year in College 1996-1997			1st Year Out Of College 1997-1998			3rd Year Out Of College 1999-2000			% Change in Median Annual Earnings[b]	
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	Last Yr in - 1st Yr Out	Last Yr in - 3rd Yr Out
All Credit Students	**647,248**	**77%**	**70%**	**$22,935**	**75%**	**74%**	**$25,967**	**72%**	**78%**	**$31,075**	**13%**	**35%**
NonCredit or 0 Units Earned	155,586	72%	63%	$20,281	70%	68%	$22,197	66%	73%	$26,178	9%	29%
.01 - 11.99 Units	274,158	79%	73%	$28,362	77%	76%	$30,471	73%	80%	$35,076	7%	24%
12 - 23.99 Units	76,922	80%	70%	$21,009	77%	74%	$24,832	73%	79%	$30,142	18%	43%
24+ Units	78,381	78%	68%	$16,328	75%	71%	$20,726	73%	76%	$26,551	27%	63%
Certificate	23,905	80%	72%	$24,597	84%	79%	$28,071	81%	84%	$34,312	14%	39%
AA/AS	38,296	76%	71%	$19,381	79%	75%	$25,468	77%	82%	$32,873	31%	70%
All Vocational Students	**68,616**	**78%**	**71%**	**$21,397**	**81%**	**77%**	**$26,807**	**78%**	**83%**	**$33,890**	**25%**	**58%**
12 - 23.99 Units	9,931	84%	76%	$27,585	83%	82%	$34,770	79%	84%	$41,864	26%	52%
24+ Units	17,486	79%	69%	$19,299	77%	75%	$23,358	74%	79%	$29,572	21%	53%
Certificate*	19,182	79%	71%	$25,003	84%	79%	$28,440	82%	85%	$35,065	14%	40%
AA/AS*	22,015	75%	70%	$17,500	80%	75%	$25,147	78%	83%	$33,539	44%	92%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 117,020 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table A-5

Economic Outcomes for CalWORKs Students Without a High School Diploma at Entry who Exited Community College in 1999-2000[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students Without HS at Entry[c]	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings[b]
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	
All Credit Students	**10,421**	**69%**	**40%**	**$9,333**	**71%**	**52%**	**$13,092**	**40%**
NonCredit or 0 Units Earned	4,165	66%	35%	$9,102	68%	46%	$11,703	29%
.01 - 11.99 Units	3,788	72%	38%	$9,375	73%	51%	$13,149	40%
12 - 23.99 Units	906	68%	41%	$9,830	74%	57%	$13,251	35%
24+ Units	855	72%	52%	$10,266	75%	62%	$15,019	46%
Certificate	453	68%	54%	$8,755	77%	67%	$15,826	81%
AA/AS	254	65%	61%	$9,639	76%	70%	$16,820	75%
All Vocational Students	**848**	**65%**	**50%**	**$9,124**	**76%**	**62%**	**$15,180**	**66%**
12 - 23.99 Units	169	66%	34%	$10,020	72%	53%	$14,257	42%
24+ Units	215	67%	52%	$10,669	74%	63%	$15,248	43%
Certificate*	325	65%	53%	$8,524	78%	64%	$15,271	79%
AA/AS*	139	62%	61%	$8,396	79%	67%	$16,256	94%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 257 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

[c] Among the total 1999-00 CalWORKs exiting cohort, 9% have unknown education at entry.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table A-6

Economic Outcomes for CalWORKs Students With High School Diploma at Entry who Exited Community College in 1999-2000[a]

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students With HS at Entry[c]	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings[b]
		% Employed	% Working 4 Quarters	Median Annual Earnings[b]	% Employed	% Working 4 Quarters	Median Annual Earnings[b]	
All Credit Students	**22,108**	**73%**	**48%**	**$10,693**	**75%**	**61%**	**$15,473**	**45%**
NonCredit or 0 Units Earned	5,510	76%	41%	$10,522	75%	54%	$14,283	36%
.01 - 11.99 Units	6,927	75%	45%	$10,765	76%	59%	$14,882	38%
12 - 23.99 Units	2,514	72%	51%	$11,092	73%	60%	$15,227	37%
24+ Units	3,512	69%	53%	$11,125	70%	65%	$16,350	47%
Certificate	1,814	67%	57%	$9,850	78%	70%	$16,118	64%
AA/AS	1,831	69%	66%	$10,215	81%	74%	$18,900	85%
All Vocational Students	**3,287**	**65%**	**55%**	**$9,247**	**78%**	**68%**	**$16,619**	**80%**
12 - 23.99 Units	330	72%	45%	$10,672	74%	62%	$15,376	44%
24+ Units	780	68%	52%	$10,888	73%	65%	$17,166	58%
Certificate*	1,213	62%	55%	$8,479	78%	67%	$15,667	85%
AA/AS*	964	64%	64%	$8,386	83%	74%	$18,160	117%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

[a] Exiting students are defined as those who left community college and did not return for at least 1 year.

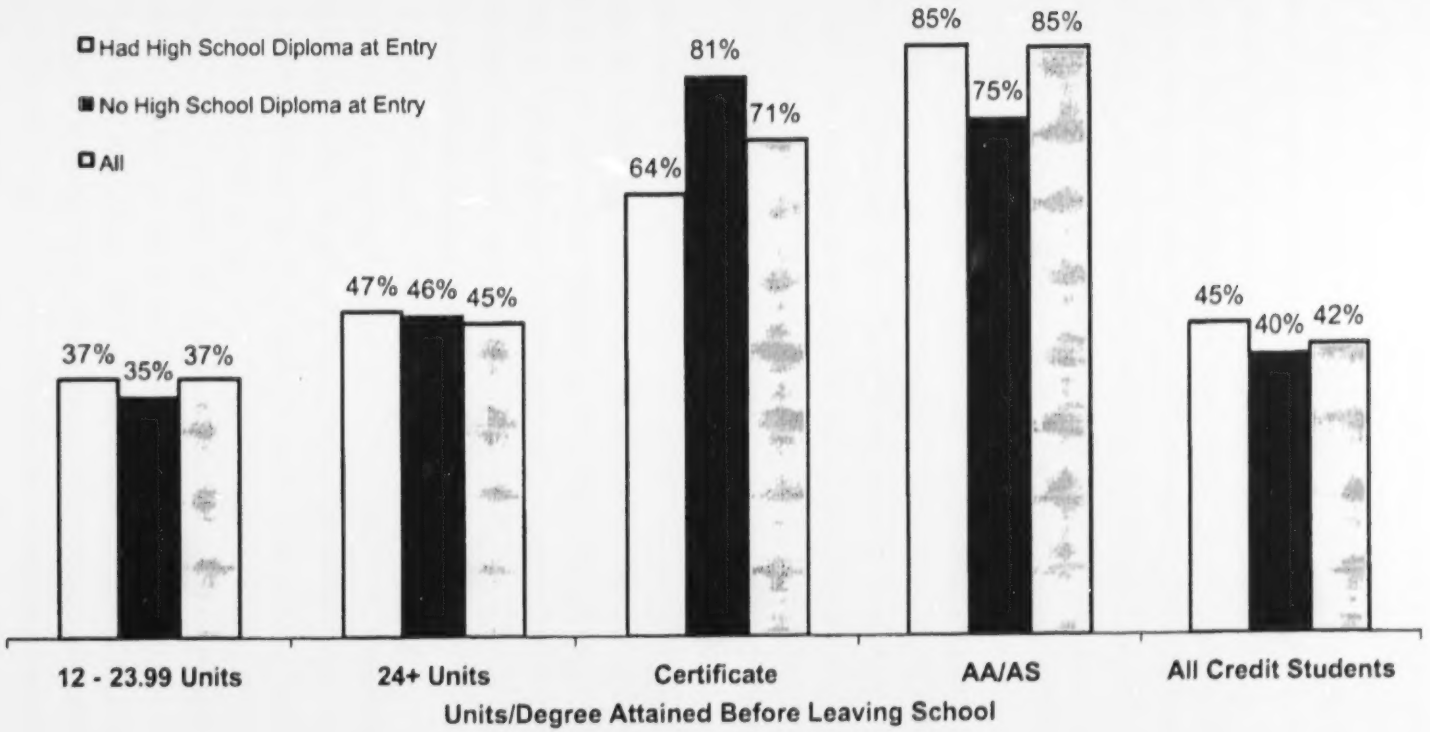
Exiting students exclude 1,834 students who left community college to transfer into the California 4-year State University system (CSU/UC).

[b] Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

[c] Among the total 1999-00 CalWORKs exiting cohort, 9% have unknown education at entry.

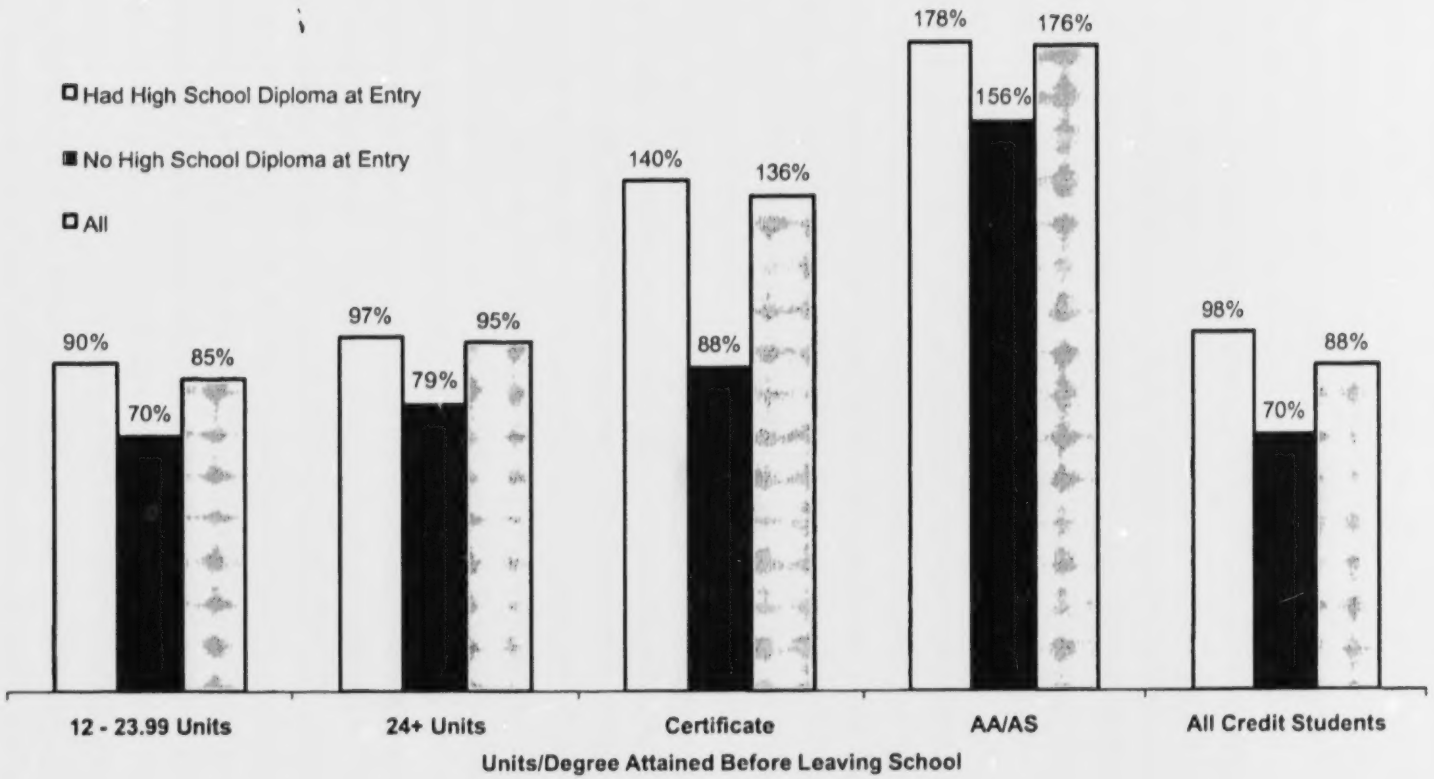
*Number excludes vocational students who had an AA degree or higher prior to entering program.

Figure A-1
Percentage Increase in Median Annual Earnings for All CalWORKs Students
One Year After Leaving School in 1999-2000
by Educational Attainment and Education at Entry into College



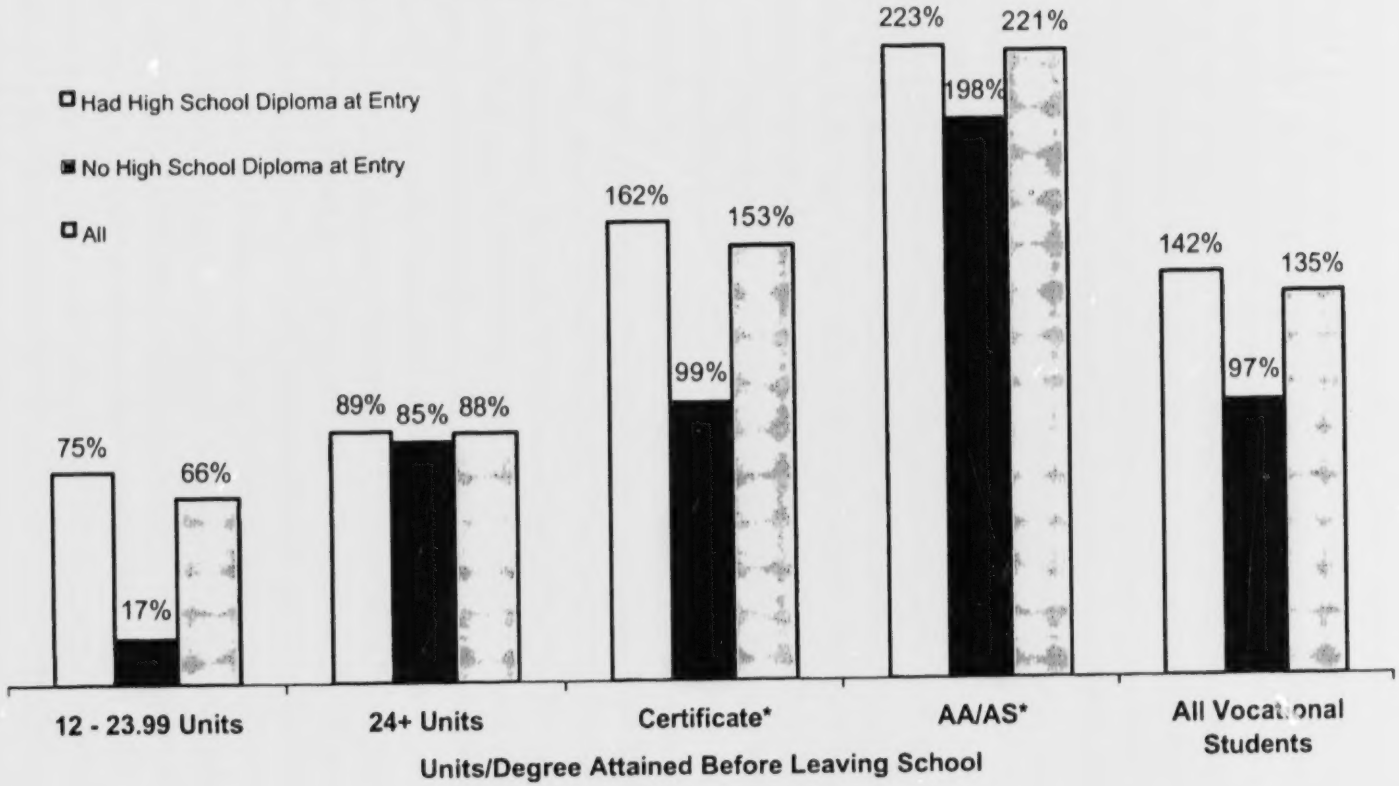
Source: CCCCO MIS Student Record Database with EDD and CDSS Match

Figure A-2
Percentage Increase in Median Annual Earnings for All AFDC Students
Three Years After Leaving School in 1996-1997
by Educational Attainment and Education at Entry into College



Source: CCCCO MIS Student Record Database with EDD and CDSS Match

Figure A-3
Percentage Increase in Median Annual Earnings for AFDC Vocational Students
Three Years After Leaving School in 1996-1997
by Educational Attainment and Education at Entry into College



Source : CCCCO MIS Student Record Database with EDD and CDSS Match
*For vocational students only, those who had an AA degree or higher prior to entering program are exluded

APPENDIX B: CALWORKS STUDENT INTERVIEWS

I. WHAT HAS ATTENDING A COMMUNITY COLLEGE MEANT TO YOU?

JANET DIESTEL-HARTZELL: LASSEN COMMUNITY COLLEGE

Attending Lassen Community College has been a big milestone in my life. The instructors challenged me to be the best that I could be. I always felt like I was an important part of Lassen Community College. The instructors gave me the self-esteem that I needed to reach my goal and make my dreams come true. In May of 1999 I received my Certificate of Completion, Certificate of Achievement, and my Degree of Associate of Arts in Early Childhood Education.

LATOYA LUMSEY: NAPA VALLEY COLLEGE

Attending Napa Valley College gave me the opportunity to pursue my education at an affordable rate. This particular college also brought special people into my life such as Sable Hughes my counselor, who sat with me for hours at a time helping me with my classes or anything else that I would be going through. And also Eilene Knight, my English teacher of 3 semesters, she made me realize how important an education is and the doors it will open. She also told me never to give up even when things seem impossible to handle.

The main thing I had to overcome was FEAR. I was afraid to start all over again. I graduated in 1993 and after being out of school for almost 5 years starting again is scary. My life was completely different, I had two children and no job. But the first day I stepped onto the Napa Valley College campus I knew this was where I belonged and somehow the fear I felt beforehand was gone. This campus had a place for me to work and a safe place for my children to be. All of this and I could still get an education.

To close, attending a community college has meant a lot to me, and has showed me that learning can be a fun experience, Community College has also inspired me to continue my education at a four-year University.

LINDA ALLEN: PALOMAR COLLEGE

Attending a Community College has taught me to stand on my own two feet. The wide variety of life learning classes and academic classes as well, have made me a well-rounded person and helped me to succeed at my goals. I know as I go on through life, I will be well prepared to handle whatever comes my way because of the opportunities that I have been give in Community College.

MARY VARELA: FOOTHILL COLLEGE

Going to Foothill Community College has really improved my life. I have met many interesting people and have made new friends. I have acquired skills in the Health Sciences field, and have made professional contacts that have led to the two jobs I now hold. Going to school has basically given me a whole new life! I have almost completed my AS in Biotechnology, and have also earned a CNA Certificate. Having a child care center right here on campus has allowed me to pursue my educational goals, knowing that

my child is close by and well taken care of. For me, attending community college has meant that my daughter and I now have a future.

SHERI COLE: FOOTHILL COLLEGE

Attending Community College has been a sound economic investment in my future, but has also helped me to grow in other areas. I have been able to explore my own interests and talents, and have found an economic sector that not only prepares me to financially provide for my family, but also one that allows me to express my creative potential. I am working toward a Certificate in Interactive and Multimedia Technologies. Attending Foothill College has introduced me to new ideas, inspiring people, and growth opportunities. For the past year, I have been a student employee in Human Resources at the District Office, and am now also working as an HTML tutor.

TRACY E. SANT: LASSEN COMMUNITY COLLEGE

As a single parent of eight children (five still living at home), attending Lassen Community College has given me the opportunity to extend my education past the high school level. I have been able to envision and achieve long-term goals I would otherwise have not even been able to hope for.

II. WHAT HAS THE CALWORKS PROGRAM MEANT TO YOU?

JANET DIESTEL-HARTZELL: LASSEN COMMUNITY COLLEGE

There was only one obstacle that I had to overcome to be successful in reaching my goals. That obstacle was being a full-time student and a full- time mother at the same time. It was really hard to find the time to study and give my children the attention that they needed. The CalWORKs Program played a very big part in my success at Lassen Community College. The CalWORKs Program made it possible for me to get the experience I needed by letting me work at the Child Development Center, and paying me to be there.

LATOYA LUMSEY: NAPA VALLEY COLLEGE

The CalWORKs program has given me the opportunity to go to school while I work and still get help financially, so that I could still pay my debts. Without this program I would've had to work 8-hour shifts each day with no time for school or my children. To sum it up, CalWORKs has been everything to me this past two years.

LINDA ALLEN: PALOMAR COLLEGE

I can't say enough about the CalWORKs Program. I would not have been able to make it through my educational program without it. The staff has been like a family to me. They have provided me with academic counseling, financial assistance, job assistance, and even an occasional word of encouragement when it was needed. I hope to one day help others the same way that they have helped me.

MARY VARELA: FOOTHILL COLLEGE

The CalWORKs program has expanded my career options. Without the program's support, I would have been very limited in choosing my major, since transportation and childcare put serious limits on my time and availability for school. With the help of CalWORKs in these areas, I have been freed up to invest in a more demanding career program. My Associate's Degree in the Health Sciences will give me a competitive edge in the Silicon Valley economy, and will increase my earning potential. Without the assistance of CalWORKs, I could never have pursued a dual major, or taken advantage of on the job internship training. The childcare, especially, has allowed me to move forward with my goals by providing back up daycare when campus childcare is not available. This has let me work off campus, gain on the job experience, and take the occasional night class. CalWORKs has made my education financially possible, and, more importantly, has allowed me to pursue a career that I enjoy, and that will allow me to support my family in the Bay Area.

SHERI COLE: FOOTHILL COLLEGE

The CalWORKs program has been the vehicle that allowed me to discover and pursue my talent for graphic design. As the single mother of two young children I had few illusions about the possibility of devoting time and resources to my own education, and even fewer opportunities. The CalWORKs program, however, allowed me to actually take "time out" to find my niche. This chance to train in a high growth sector and increase my earning potential has completely changed my prospects for the future.

TRACY E. SANT: LASSEN COMMUNITY COLLEGE

The CalWORKs program has given me these opportunities. Without the CalWORKs program I would not be attending Lassen Community College. I would not be able to look to the future with long-term goals and thoughts of furthering my dreams of a new career. All of the people and departments who have also worked so hard to help me and continue to support me in all the things I am doing now are what mean the most to me, without them I would have been lost. I feel that the only way I can truly show my Thanks is to keep going and continue showing them that I am trying to be one person they can feel proud of and that I am worthy of all their combined efforts to help me succeed. So Thank You! I Bow To You All.

III. NEXT STEPS IN YOUR LIFE?

JANET DIESTEL-HARTZELL: LASSEN COMMUNITY COLLEGE

I was recently hired as a full-time teacher for Lassen College Child Development Center. I am planning on going back to school in a few years to get my Masters Degree in Early Childhood Education. Right now I am going to take the time to get all the experience I can by working with children. I would like to send a special thanks to the staff at the Child Development Center at Lassen Community College for giving me the chance to learn from such a wonderful group of people.

LATOYA LUMSEY: NAPA VALLEY COLLEGE

Currently I am attending Pacific Union College's degree completion program. I'm working towards my Bachelor's degree in Early Childhood Education.

LINDA ALLEN: PALOMAR COLLEGE

Currently I am striving for my Bachelor's Degree in Business Administration, and I plan to go on to get my Master's in the same field so that I can one day open up my own businesses (I have three in mind). All of which I know will be successful due to the foundation that I have formed through Community College and the CalWORKs Program.

MARY VARELA: FOOTHILL COLLEGE

My plans for the future are to become a Licensed Vocational Nurse, then eventually a Registered Nurse. This will probably require an additional 3 years of school, but I will take it one step at a time. I plan to apply for financial aid and scholarships so that I can finish what I started during my time in the CalWORKs program. I hope to eventually work as a nurse in the pediatric ward of a Bay Area hospital.

SHERI COLE: FOOTHILL COLLEGE

After I complete my Certificate of Proficiency, I plan to obtain my AA Degree. I have applied for several scholarships, and hope to finance my education in this manner when my time on aid is over. Eventually, I would like to get a Bachelor's Degree in my new field, as this is an industry requirement if I want to work as a Web Designer. My career goal is to work for a large corporation or non-profit organization that specializes in children's education/entertainment.

TRACY E. SANT: LASSEN COMMUNITY COLLEGE

I intend to keep attending college and taking the same classes until I feel I have learned all there is to learn and I can retain the information I've learned. Since I have such a lousy memory after being hit by a drunk driver it just takes me a little longer than most people to be able to remember new things I learn.

[i] Data are from unemployment insurance records, so only quarterly wage records of those who worked in UI-covered employment are included. To minimize error due to data limitations, earnings are presented only for those found in all four quarters.

[ii] Gayle Hamilton, Stephen Freedman, Lisa Gennetian, Charles Michalopoulos, Johanna Walter, Diana Adams-Ciardullo, and Anna Gassman-Pines, *The National Evaluation of Welfare-to-Work Strategies: How Effective Are Different Approaches? Five-Year Adult and Child Impacts for Eleven Programs*. Washington, DC: U.S. Department of Health and Human Services and U.S. Department of Education, December 2001.

[iii] Gueron, Judith M. and Gayle Hamilton, *The Role of Education and Training in Welfare Reform*. Welfare Reform and Beyond, Policy Brief #20. Washington, DC: The Brookings Institution, 2002.

[iv] Thomas Brock, David Butler, and David Long, *Unpaid Work Experience for Welfare Recipients: Findings and Lessons from MDRC Research*. New York: Manpower Demonstration Research Corporation, September 1993. Marieka Klawitter, *Effects of WorkFirst Activities on Employment and Earnings*. Seattle, WA: Evans School of Public Affairs, University of Washington, September 2001.

[v] Karin Martinson and Julie Strawn, *Built to Last: Why Skills Matter for Long-Run Success in Welfare Reform*. Washington, DC: Center for Law and Social Policy, 2002.

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